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ENG 1001G-007: Composition and Language

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Eastern Illinois University

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Fall 2000

Eastern Illinois University's
English Technology--Integrated Classrooms
Policy Statement and Course Description

English 1001C, Composition and Language, Section 007
Coleman Hall Rooms 306 and 340
8:00 – 9:15 a.m., TR

Instructor: Debra Valentino
Office: Coleman Hall 315E
Phone: 581-6987
E-mail: cfdav@eiu.edu

Office Hours:
T, Th 9:15-11:00
12:15-12:45
M, W, F by appointment

Texts:

Axelrod & Cooper, The St. Martin's Guide to Writing, 5th edition.
Miller, The Prentice-Hall Reader, 5th edition.
Fulwiler & Hayakawa, The Blair Handbook, 2nd edition.
Merriam Webster Collegiate Dictionary, 3rd college edition.
Crump & Carbone, Writing Online: A Student's Guide to the Internet

Supplies:

- One box 3 ½" high-density diskettes with labels.
- Standard 8 ½ x 11" loose-leaf paper for in-class writing.
- One double-pocketed folder (with internal brads) -- labeled on the front, right-hand corner with your name, course and section number (Comp 1001G.07).
- Small supply of clear plastic sheet protectors.
- One spiral bound notebook with pockets.

Lab Schedule: We will begin the semester in the ETIC classroom (CH306) across the hall from the lab and down the hall from the Writing Center. The following week, beginning August 29, we will meet in the ETIC lab (CH340). We will continue to alternate one week in and one week out, throughout the semester, ending in the lab on November 30, and in the classroom on December 7, our last day of the semester. Be sure to bring your texts and diskettes (including backup disk/s) to these meetings.

E-mail Accounts: All students who do not already have an e-mail account will be expected to secure one within the first week of classes at the Student Services building in Room B12, which is downstairs in the red brick building just north of the Union.

Course Description: English 1001G is a course in the reading and writing of expressive, narrative, expository, critical, analytical, and persuasive essays. Attention will be given to effective expression, clear structure, adequate development, the documentation of sources, and writing with a word processor. Prerequisite: English 1000 or proficiency in basic skills as determined by the English Department, or an ACT of 15 or above.

Course Objectives:

- To enable students to write in the closest approximation of standard edited English in which sentences and paragraphs develop a central idea.
- To discuss and implement effective methods of organization, principles of documentation, and writing with a word processor in order to construct essays that are clear, direct, adequately developed and supported, free of ambiguity, are rhetorically sound and stylistically effective.
- To concentrate on improving skills in editing, proofreading, and revision.
- To focus on developing critical reading skills with special attention to detail for comprehension, evaluation, and analysis of source material.

Reading Assignments: All outside readings must be completed by the start of the class period for which they were assigned. Since this is a course that depends heavily on student participation, students will be expected to contribute relevant and insightful questions and comments to class discussions.

Written Assignments: In addition to several written exercises, assignments, and hand-outs, students will develop, revise, and edit essays both in and out of class. Several "workshops" will be held throughout the semester so that students may receive the benefits of peer evaluation and instructor guidance. All out-of-class essays will be due at the beginning of the class period on the date specified unless it is a lab day and the hour is open to final editing. In-class essays will be due at the end of the class period. In the case of an excused absence, the student is responsible for arranging to make up missed work—but this also must be done within a reasonable time frame, usually within a week or two of the student's return to the classroom. If the absence is unexcused (no note, no phone call, no advance or follow up notice), make-ups are not allowed.

Note: *All final drafts must be submitted to complete this course. Failure to submit an essay will result in a grade of N/C (No Credit) for the course.*

Quizzes: Students can expect a weekly quiz on Thursdays. The quiz will cover the reading material for the week, as well as what was addressed in Tuesday's class. Points will be added up and averaged, then factored into final grades, counting for ten percent of the course grade.

Journals: Several writing exercises will be given throughout the semester. Students should write these in their journal, along with any other freewriting, brainstorming, or invention exercises they're inclined to do on their own. Journals will not be graded, but the endeavor to write in them regularly will serve as valuable skill building.

Attendance: Regular attendance is expected. Wisely reserve time off for the inevitable illnesses that accompany life in public institutions. Keep in mind that when an absence does occur, the student is responsible for the material covered during the absence. Use the class phone list to consult classmates regarding missed material and assignments. (For accuracy of information, you might be well advised to check with more than one classmate.) Then, if you have specific questions regarding the assignment, e-mail, visit, or telephone the instructor. Also, if you are sick, you should telephone the instructor before class to say that you will be absent, and to report visits to the Health Service. More than two absences may adversely affect one's final grade, and usually does.

Note: E-mail is not always a reliable source of communication. The server may be down, or I may not be near a terminal to retrieve your message. When it comes to attendance, use e-mail only as a supplemental means of communication. Also, do not assume that an absence reported on voice mail is excused.

Homework: A reading and/or a writing assignment will be given nearly every class period, and will usually be due the following class period. Roughly speaking, this will work out to be a minimum of five hours of work outside of class per week.

Make-up Work: No make-ups will be given for missed in-class exercises, unless otherwise specified by the instructor. It is the absent student's responsibility to get all class information, including schedule/assignment modifications, from another class member. Missed essays due to an excused absence may be made up within two weeks of the student's return to class, but only with permission, and at the instructor's discretion.

Late Work: Essays are expected to be completed in a timely fashion and turned in on the date due. Late papers will be marked down one letter grade for each missed class period.

Essays / Grades / Grade Distribution: We will write and revise 4-5 essays for course credit. Generally speaking, you can expect to submit approximately thirty-five pages of typed, double-spaced text in all. Essays will be taught in units, which follow standard forms of composition, such as narrative, descriptive, expository, analytical, and persuasive. Each essay grade will be derived from both drafting and revising phases of the writing process. Drafts will be expected to meet specified expectations, and will be worth up to 50 points. Revisions will follow various parameters, which will be outlined and explained in class, and worth 50 additional points. Scores for both drafts and revisions will be combined for a total of 100 points per essay unit. Hence, four essays will constitute a total of 400 class points, and five essays will constitute 500 essay points. All essay grades will be evaluated using the "Guidelines for Evaluating Writing Assignments

in EIU's English Department" (attached) and averaged under the following scale:

90 --100	A
80 -- 89	B
70 -- 79	C
60 -- 69	D
below 59	F

If a student fails to follow instructions, or writes an essay in the wrong mode (e.g., expressive vs. expository), a "N/C" (No Credit) may be given for the paper. Please note, however, that no "Ds" or "Fs" will be given for a final course grade. Students averaging points below 70% will receive a grade of N/C ("no credit") as defined by the core curriculum standards of the Department. In order to receive credit for the course, you must pass with a "C" or better.

Theme Format: Papers should be neatly written or clearly printed on standard white 8 ½ x 11" paper. All papers should be double-spaced with 1-1 ½" margins on both the right and the left. Writing should be on the front side of the sheet only. All essays must include:

- Student name, course number and section, assignment number and name, and due date on page one, the left-hand side. Example:

Your first and last name
English 1001C.007
Essay I – Diagnostic (or) Diagnostic Essay I
August 24, 2000

- Proper pagination blocked from the right margin preceded by student's last name on all other pages. Example:

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Plagiarism: Students must familiarize themselves with the English Department's statement on plagiarism. If the student has clearly plagiarized and not given appropriate credit to his/her source(s), the instructor reserves the right to award the essay in question a grade of N/C (No Credit).

According to the standards set by the Eastern Illinois University Department of English, the policy for plagiarism is as follows:

"Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original" (Random House Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office."

~ DO NOT JEOPARDIZE YOUR GRADE WITH AN ACT OF
ACADEMIC DISHONESTY!

If you are having difficulty integrating your research, set up a conference.

Electronic Portfolios: The university requires students to accrue four sample pieces of authentic writing for graduation. The first of these essays must come from this class or the following (1002G.) Students must save their documents in Rich Text format, as well as provide a hard copy. A faculty statement documenting the essay's competency will accompany the writing sample, along with a form listing specific information, which will be filled out by the student. Further clarification will be given in class.

Conferences: Although only one conference per semester is mandatory, a student usually benefits from one on one discussions with an instructor. Feel free to arrange a time to see me as soon as questions or frustrations arise; better sooner rather than later, and not just in fulfillment of a requirement.

Writing Center: The writing center is across from the computer room (CH340) in CH 301. Students of Comp 1001G are encouraged to take their writing concerns and problems to this center at any time throughout the semester. This is not a proofreading or editing service, but rather, a place where confusion and uncertainty can be remedied. Also, if you are having particular problems with grammar and the mechanics of writing, this is the place (other than your handbook) to turn to for help.

Hours for Fall 2000 are:

Monday – Thursday 9 a.m. — 3 p.m.
 and 6 p.m. — 9 p.m.

Friday 9 a.m. — 1 p.m.

In addition, you may receive Free Tutorial Help at **581-5929**.

The Writing Center web address is:

<http://www.eiu.edu/~writing>

Students with disabilities: Any student who has a documented disability and wishes to receive academic accommodations should contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Note: No Final Exam will be given in English 1001C.

Guidelines for Evaluating Writing Assignments in EIU's English Department

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

	A	B	C	D	F
Focus	Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment	Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment	Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines	Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality; may not conform to significant elements of the assignment's guidelines	Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment
Organization	Is logically organized but without overtly obvious organizational devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion	Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion	Is organized, but not necessarily in the most logical way; has unity & coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak	Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion	Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion
Development	Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment	Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately	Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague	Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed	Does not develop main idea; may use sources inadequately/inappropriately
Style & Awareness of Audience	Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well	Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively; incorporates sources adequately	Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated	Word choices may be inappropriate to purpose or audience; sources incorporated poorly	Word choices are generally poor; sources are incorrectly or very awkwardly incorporated
Mechanics	Has very few grammatical, spelling and punctuation errors; uses appropriate documentation style correctly when necessary for assignment	Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly	Has some grammatical, punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors	Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used	Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used
Process	Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments	Shows evidence of careful planning and drafting and some attention to peer and teacher comments	Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback	Shows only a little evidence of planning and drafting and attention to peer and teacher feedback	Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback